



## 2012-2013 ESL/Basic Skills Allocation End-of-Year Report 2013-2014 ESL/Basic Skills Allocation Goals/Action Plan and Expenditure Plan

Submission Deadline: October 10, 2013

Please find attached the instructions and form templates for submission of your 2012-2013 Basic Skills Allocation End-of-Year Report and your 2013-2014 Basic Skills Allocation Goals/Action Plan and Expenditure Plan. All documents must be received (not postmarked) at the Chancellor's Office on or before October 10, 2013.

Contact: If you have any questions regarding program expenditures or the submission of these documents, please send your questions to [basicskills@cccco.edu](mailto:basicskills@cccco.edu).

### [1]. 2010-2011 | 2011-2012 | 2012-2013 ESL/Basic Skills Allocation End-of-Year Expenditure Reports for FY 2012-2013

Please follow the instructions located at the beginning of each of the expenditure report forms for each funding year. Note that the report should include expenditures from the original funding date through June 30, 2013 for each of the funding years. Original signatures are required from the Chief Executive Officer, the Chief Business Officer, and the Academic Senate President.

### [2]. Narrative Response

Respond to the following questions:

- **How is your college assessing how it uses its BSI funds and how these funds are related to your college's educational master plan?**
- 
- **What are the problems your college is still facing in the area of ESL/Basic Skills? What are the obstacles that you need assistance with from 3CSN and/or the Chancellor's Office?**
- **What is your action plan for research to evaluate your programs and if/how your BSI funds have helped?**

Your response is an opportunity for some self-reflection and will assist in statewide planning and coordination related to the Basic Skills Initiative. Your response will not affect your allocation.

Please limit your response to **two pages total**. (NOTE: There is no form for this section.)

### [2] Narrative Response

**How is your college assessing how it uses its BSI funds and how these funds are related to your college's educational master plan?**

Las Positas College has as its first Strategic Goal: Excellence in Teaching and Learning. This includes a goal that would expand student success opportunities that promote learning. The key performance indicator for this goal is to measure increases in the allocation of resources to tutorial services, supplemental instruction and other learning support systems on campus. However, shortly after this goal was established, the state experienced unprecedented budget cuts and funding to community colleges dropped.

For the first several years the college saw BSI funds as a way to maintain learning support systems on campus while looking for innovative ways to improve/innovate such services. We had some great successes, such as the introduction of embedded counseling into basic skill English courses; however, as the previous Basic Skills Committee Chair indicated, we also supported a number of small projects, all worthy of consideration, but which were not successful in becoming institutionalized.

For this reason, and upon obtaining further guidance from the state, we are now moving in the direction of using BSI funds to support one or two larger scale projects for the improvement of the goal above: learning support systems on campus. This focus was arrived at after a year+ long discussion among committee members, with input from experts at the state level regarding which projects state-wide have been yielding the best results for success. Our Institutional Researcher is now a permanent member of our committee, and we are currently in discussion about how to both visualize a bigger, better academic success center and how to conduct the research necessary to verify its success. Our biggest achievement to date in regard to this is the formation of a new "task force" on campus with constituents in both academic and student services to discuss this new success center. This is the first time that we have achieved college wide discussion regarding how to best support students academically and the first time several to-date separate "tutoring" centers have shown desire to become integrated.

**What are the problems your college is still facing in the area of ESL/Basic Skills? What are the obstacles that you need assistance with from 3CSN and/or the Chancellor's Office?**

Of course, the biggest problem for Basic Skills still lies in less than adequate fiscal resources to support all the courses needed and all the support services being utilized by our students. For examples, several years ago the math department faced a difficult decision when it found itself needing to cut classes out of an already bare bones program. They determined that their most basic arithmetic course had the smallest success rate in regard to persistence and ended up deciding to cut it out. Currently the lowest course available is pre-Algebra, which even still at three levels below transfer level math, has a low persistence rate. In addition, the tutorial center is receiving more requests for peer tutors than we can provide. We don't have enough money to pay all the tutors and many of those that are volunteering do not take the responsibility as seriously. It is hard to institutionalize best practices for academic student support when different constituencies are having to compete for limited resources.

The state has already provided assistance by generating its own data on successful programs and best practices from other colleges throughout the state, as well as research currently being conducted by both experienced educators and graduate school students. There are numerous professional development activities and lots of inspiring articles. The recommendations from the Student Success Act of 2012 will probably spur renewed interest in many of the activities and projects we are considering. However, the Chancellor's Office could assist us by providing ongoing information regarding sources of funding that can augment the BSI and new "Success Act" funding. We can also benefit by examples of ways that faculty, staff and administrators representing different concerns have come together and put aside individual agendas to better serve all students.

**What is your action plan for research to evaluate your programs and if/how your BSI funds have helped?**

As mentioned before, our Basic-skills Committee is currently discussing this very item. We want to focus on determining which activities provided by our tutoring center are resulting in the biggest bang for the buck. This does present quite a challenge, however. For example, previous funds have gone into the re-establishment of our Reading and Writing Center (RAW). Services through RAW have been a little costlier

since adjunct instructors are being used to provide a more comprehensive learning experience for students. We will be attempting to correlate the success of students receiving this type of instruction (within whichever course they were seeking assistance with) to those not receiving assistance in that class. Even though we now have use of a centralized record keeping system, this is proving to be quite a task. Maybe that is another way for 3CSN to assist us: providing examples of research methodology that is being used to generate meaningful data.

### [3]. Data Analysis using the Basic Skills Cohort Progress Tracking Tool

In preparation for answering the question below, you need to access the Basic Skills Cohort Progress Tracking Tool on the Chancellor's Office website ([http://datamart.cccco.edu/Outcomes/BasicSkills\\_Cohort\\_Tracker.aspx](http://datamart.cccco.edu/Outcomes/BasicSkills_Cohort_Tracker.aspx)). Directions for use of the tool are provided through the Tracking Tool web page, and 3CSN provides an introduction to the Tracking Tool at <http://3csn.org/basic-skills-cohort-tracking-tool/>. Explore the progression of cohorts of students through your basic skills/ESL courses into transferable coursework. In addition to class cohorts, disaggregate your data by gender, age, ethnicity, and other characteristics. As you explore the data related to the progress of these cohorts, identify data that raise concerns or questions that you, as a college, clearly need to explore further or seek to address. For example, after determining that a certain percentage of students have progressed from point X to point Y, you might consider whether this represents acceptable progress and explain why or why not.

- **Was your college's basic skills program more successful in 2010-2012 than it was in 2008-2010? How did you determine the answer? How did you measure the success?**

Your answer should address English, ESL and mathematics separately. Include quantitative results and narrative.

Please limit your response to **one page total**. (NOTE: There is no form for this section.)

### 3] Data Analysis

**Was your college's basic skills program more successful in 2010-2012 than it was in 2008-2010? How did you determine the answer? How did you measure the success?**

[  
Writing

**2008-2010 Students starting at our lowest English course which is two levels below transfer level.**

Two levels below: 148 students made 152 attempts with 119 passing roughly 80% success

One level below: out of the 119 passing, only 84 (or 71%) went on to take the next level

Out of those 84 students, 96 attempts were made with 70 students passing. Approx 83%

Transfer level: Engl 1A: data shows 73 attempting with 78 attempts and 62 passing (85%)

Success rates in the 80<sup>th</sup> % at all three levels is good. However, the overall matriculation from two levels below to successful completion of Engl 1A is only 42%, so we consistently lost around 20% at each level. Also of concern, are those students passing at level two and yet not moving on to the next level course. (29% from level 2 to level 1 )These concerns have been discussed for the past several years.

**Cohort starting at one level below transfer level English**

One level below: 374 students made 421 attempts and 306 passes (approx 82%)

Transfer-level Engl 1A: 277 students made 481 attempts and 236 passes (85%)

Although the success rate is decent, it is noteworthy that at this level almost all of the students needed two attempts to pass.

### Writing

**2010 - 2012 Focus will again begin with the cohort that started two levels below Engl 1A**

Two levels below: 138 students made 146 attempts with 93 passing (67% approx). This represents a significantly lower success rate than the previous cohort at this level. (13% drop in success)

One level below: Of the 93 students that passed the previous course, only 73 went on to take the next level (in this cohort's time line) 73 students made 83 attempts with 57 passing (78% approx).

This is also a drop in success rate, although not as significant (5% drop)

Transfer level Engl 1A: 50 students from this cohort made 73 attempts with 36 passing (72%)

This also represents a lower percentage of success than the previous cohort.

### **Students beginning at one level below transfer level Engl 1A**

One level below: 504 students made 576 attempts with 426 passing (about 84%)

Transfer level: Of the 426 that passed the previous course, 342 attempted Engl 1A (about a 19% attrition rate) 342 students made 584 attempts and 281 passed (about 82%). Once again quite a few students needed to repeat the course, although fewer than the previous cohort (about 71%).

**CONCLUSION:** The 2010-2012 cohort had more students testing into- and/or taking the higher basic skills course (one level below transfer-level; however, fewer students successfully made it from one level below to passing transfer level (55% for this cohort, 63% for the previous). In addition, only 26% matriculated from the lowest level through transfer level (as opposed to 42% in the previous cohort).

### Mathematics

Within our math department there are three levels of basic skill courses: lowest (Math 107-Pre-algebra), then Math 65 (Elementary Algebra) and finally Math 55 (Intermediate Algebra)

Due to the size of the cohorts, we will provide overall success rates.

*Cohort 2008-2010:*

88 students started **3 levels below** transfer at Math 107. 53 passed for a 60% pass rate.

There was a 28% attrition to the next level **Math 65**. **38 students** started with 26 passing for a 68% pass rate). By the time it got to Math 55 (Intermediate) only 12 out of the original 88 took it and only 5 passed. **This represents an overall basic skills success rate up and through 3 levels of only 6%.**

Only 1 of the 88 made it through a transfer level course.

**When starting 2 levels below** 355 took Math 65 and 182 passed. This is a 51% success rate. However, there was a 29% attrition into the next level. 129 students took Math 55 and 70 passed. This represents approx 54% success rate. 30 of the original 355 made it through a transfer level math course. Of concern is the fact that even though starting just 2 levels below transfer level math, only 20% successfully matriculated from Elementary Algebra through Intermediate. Now that this final course is needed for an AA/AS degree this is very disconcerting.

Success rates were best for students that started just **1 level below transfer level**. 62% of the 326 that tested directly into Math 55 passed it. (202).

*Cohort 2010-2012:*

126 students began **3 levels below** transfer (@Math 107). 82 passed for a 64% pass rate (vs. 60% for the previous cohort) There was also a smaller 17% attrition rate to the next course (Math 65).

67 took this class and 41 passed for a 61% rate (vs. 68% for the previous group). Unfortunately there was a 41% attrition rate from Math 65 to Math 55, even though Math 55 is required for graduation. It would appear that students are putting off taking the final math course for an AA/AS or to proceed to a transfer level course. This is concerning.

24 students took Math 55 and 8 passed for a meager 33% success rate. Therefore only 6% persisted from the lowest course through Intermediate algebra.

When beginning just **2 levels below** transfer math (@Math 65). 439 students entered and 301 passed, representing a 69% success rate vs 51% with the earlier cohort. There is still a 24% attrition rate, which tells us we need to do more to keep students attending math. 228 students from this group took Math 55 and 146 passed (64% success rate vs 54% with the earlier group). The overall success rate starting from Elementary and successfully completing Intermediate was also up from 20% for the earlier cohort to 33%)

**CONCLUSION:** The math department appears to be more successful with the 2010-2012 cohort than the earlier group. They have been doing a lot to improve student support within their curriculum. The biggest obstacle appears to be matriculating through Intermediate algebra. If we do not address this, there could be fewer students obtaining their AA/AS degree and/or transferring to the 4 year level. Another possible area is the creation of a log jam at that level making courses less accessible to students.

#### ESL (Integrated)

There are 6 levels of ESL available for students so the numbers within each cohort were totaled and evaluated.  
*Cohort 2008 – 2010*

A total of 169 students attempted ESL courses entering in as follows:

66 six levels below transfer, 35 five levels below, 44 at four levels, and 24 at three levels (highest entry point)

A total of 66 students succeeded in reaching transfer level English for a success rate of 39%

**Noteworthy:** At virtually every level of entrance the number of attempts was close to double the number of students (341 attempts for 169 students)

#### *Cohort 2010-2012*

A total of 130 students attempted ESL courses entering in as follows:

52 six levels below transfer, 32 five levels below, 26 at four levels and 20 at three levels (highest entry point)

A total of 39 students succeeded in reaching transfer-level English for a success rate of 30%

**Noteworthy:** Once again the number of attempts was approx double the number of students who started. (273 attempts made by 130 students)

**CONCLUSION:** As with the mainstream English department, the percentage of students matriculating to the transfer-level was a little less in the more recent cohort (2010-2012) than in the previous group (2008-2010)

**OVERALL:** Only the math department is experiencing more success with the 2010-2012 cohort, than the 2008-2010 group. However, they did have lower starting rates to overcome.

#### **[4a]. Long-Term Goals (5 yrs.) for ESL/Basic Skills**

Refer to your last year's report. Last year, each college re-evaluated its long-term goals. Enter the long-term goals you submitted last year. These goals should provide an umbrella for the activities and outcomes of your 2013-2014 action plan. Long-term goals should have been informed by an analysis of historical data (such as that provided by the Basic Skills Cohort Progress Tracking Tool) and should have focused on student success goals in ESL and basic skills. Include the funds from 2013-2014 that are allocated to each goal.

#### **[4b]. 2012-2013 ESL/Basic Skills Action Plan**

Your revised Long-Term Goals from the report submitted by October 10, 2012 now inform your action plan for 2013-2014. How will you make progress towards attaining your long-term goals? What are your intermediate steps to bring you to that point? What will you do in 2013-2014 to move you along that trajectory?

Using the action plan template, provide a maximum of five activities. All activities should be related to attainment of the long-term goals you set down in section 4a. Each activity may have more than one outcome. All of your outcomes should be measurable so that you can evaluate at the end of the year whether or not you have made progress towards your long-term goals. In addition, some of your outcomes should be focused on student success (e.g. successful completion and progression, retention and persistence) and not merely volume measures (e.g. participation). Examples are provided.

Here are specific instructions for each section of the action plan.

- a. Activity: Describe the activity that will be undertaken. Provide as much detail as necessary to allow those less familiar with your basic skills efforts to understand the general scope and elements of your activity.
- b. Associated Long-Term Goal ID: Enter the Goal ID from form [4a] that this activity is associated with. All activities must be associated with a long-term goal.
- c. Target Date for Completion: Enter the date after which you will be able to assess whether or not the measurable outcome for this activity has been achieved.
- d. Responsible Person(s)/Department(s): Enter the names or positions of those who will oversee this activity.
- e. Measurable Outcome(s): Enter one or more measurable outcomes for each activity. Some (if not all) of the outcomes should be measurable student success outcomes.
- f. Funds: Include the funds from your 2013-2014 allocation that will be spent on conducting this item.

#### **[5]. 2013-2014 ESL/Basic Skills Allocation Expenditure Plan**

The Action Plan drives the completion of the Expenditure Plan. The total amount must equal the college's 2013-2014 allocation. (See the preliminary district/college advance allocation on the Chancellor's Office website. This will be posted by the end of August 2013.)

Note that this advance allocation may change at P-1 reporting, which is based on the college's 2012-2013 - 320 reports that are due at the Chancellor's Office on November 1, 2013, and after the Chancellor's Office has identified new distribution of Basic Skills dollars to colleges/districts. Categories specified on the expenditure plan template are those designated pursuant to Chapter 489 of the Statutes of 2007-08, and as required by the 2012-13 State Budget language. If your college does not generate FTES equivalent to an award of \$90,000, the college will receive the minimum of \$90,000 as required by executive decision.

## **ACTION REQUIRED:**

1. **Email an electronic copy of Sections [2] & [3] of your report to:**

basicskills@cccco.edu

2. **Mail the signed Reports and Plans to:**

Basic Skills Reporting/Academic Affairs Division  
California Community Colleges Chancellor's Office  
1102 Q Street, Suite 4554  
Sacramento, CA 95811-6549

## **ACCOUNTABILITY**

The \$19.07m is allocated pursuant to referenced Fiscal Year 2013-2014 budget legislation and **shall be accounted for as restricted in the General Fund**. This revenue shall be expended only for those items defined herein. The allocated funds shall augment, and not supplant, current expenditures by districts/colleges on basic skills, ESL and student services programs. The revenue shall be recorded as Restricted State General Fund Revenue, appropriated for Community College Districts. The expenditure of this money shall be recorded in accordance with the California Community College's Budget and Accounting Manual.

## **EXPENDITURE REPORTS**

Each college will be required to provide an End-of-Year expenditure report on forms developed by the Chancellor's Office. The End-of-Year expenditure report will show all expenditures in 2013-2104 and the items purchased/funded that were specified in the Expenditure Plan. The 2013-2014 End-of-Year report is tentatively scheduled to be due on October 10, 2014.



**[1a] 2010-2011 ESL/Basic Skills Allocation End-of-Year Expenditure Report  
for FY 2012-2013 and Signature Page  
Due October 10, 2013**

**College Name:** Las Positas College

**Basic Skills funds allocated in 2010-2011 expire as of June 30, 2013, and cannot be expended beyond that date.** All unexpended funds as of July 1, 2013, revert back to the State Budget. Enter from the 2010-2011 allocation the total expenditures from 7/1/2010 through 6/30/2013, for each budget category. The total must not exceed the total basic skills allocation for 2010-2011 funds (refer to the final 2010-2011 allocation posted on the Chancellor's Office website). Original signatures are required of the Chief Executive Officer, the Chief Business Officer, and the Academic Senate President.

Category	Total Allocation for 2010-2011	Total Expenditures by Category from 7/1/10 through 6/30/13	Total Unused Allocation Reverting Back to the State
A. Program, Curriculum Planning and Development	35,000	32331.03	2,668.97
B. Student Assessment			
C. Advisement and Counseling Services	32,500	34963.37	-2463.37
D. Supplemental Instruction and Tutoring	5,000	2574.92	2425.08
E. Course Articulation/ Alignment of the Curriculum			
F. Instructional Materials and Equipment			
G.1 Coordination	14,000	14170.05	-170.05
G.2 Research			
G.3 Professional Development	3,500	4405.23	-905.23
<b>TOTAL</b>	<b>90000</b>	<b>88444.6</b>	<b>1555.4</b>

**\*\*\* PLEASE BE SURE TO CHECK THE ARITHMETIC BEFORE SIGNING!!**

\_\_\_\_\_  
Signature, Chief Executive Officer

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature, Academic Senate President

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature, Chief Business Officer

\_\_\_\_\_  
Date



**[1b] 2011-2012 ESL/Basic Skills Allocation End-of-Year Expenditure Report  
for FY 2012-2013 and Signature Page  
Due October 10, 2013**

**College Name:** \_\_\_\_\_ **Las Positas College** \_\_\_\_\_

**Basic Skills funds allocated in 2011-2012 expire as of June 30, 2014, and cannot be expended beyond that date.** All unexpended funds as of July 1, 2014, will revert back to the State Budget. Enter from the 2011-12 allocation the total expenditures and planned amounts from 7/1/2011 through 6/30/2013, for each budget category. The total must not exceed the total basic skills allocation for 2011-2012 funds (refer to the final 2011-2012 allocation posted on the Chancellor's Office website). Original signatures are required of the Chief Executive Officer, the Chief Business Officer, and the Academic Senate President.

<b>Category</b>	<b>Total Allocation for 2011-2012</b>	<b>Total Expenditures by Category from 7/1/11 through 6/30/13</b>	<b>Total Planned Amounts by Category as of 6/30/13</b>
A. Program, Curriculum Planning and Development		<b>21302.89</b>	
B. Student Assessment		<b>-0-</b>	<b>1000</b>
C. Advisement and Counseling Services		<b>8558.06</b>	
D. Supplemental Instruction and Tutoring		<b>51907.46</b>	
E. Course Articulation/ Alignment of the Curriculum			
F. Instructional Materials and Equipment		<b>-0-</b>	
G.1 Coordination		<b>7295.65</b>	
G.2 Research			
G.3 Professional Development		<b>-0-</b>	<b>1500</b>
<b>TOTAL:</b>		<b>89064.06</b>	<b>?</b>

**\*\*\* PLEASE BE SURE TO CHECK THE ARITHMETIC BEFORE SIGNING!!**

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Signature, Chief Executive Officer

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Date

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Signature, Academic Senate President

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Date

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Signature, Chief Business Officer

\_\_\_\_\_  
Date



**[1c] 2012-2013 ESL/Basic Skills Allocation End-of-Year Expenditure Report  
for FY 2012-2013 and Signature Page  
Due October 10, 2013**

**College Name:** \_\_\_\_\_ Las Positas College \_\_\_\_\_

**Basic Skills funds allocated in 2012-2013 expire as of June 30, 2015, and cannot be expended beyond that date.** All unexpended funds as of July 1, 2015, will revert back to the State Budget. Enter from the 2012-2013 allocation the total expenditures and planned amounts from 7/1/2012 through 6/30/2013, for each budget category. The total must not exceed the total basic skills allocation for 2012-2013 funds (refer to the final 2012-2013 allocation posted on the Chancellor's Office website). Original signatures are required of the Chief Executive Officer, the Chief Business Officer, and the Academic Senate President.

<b>Category</b>	<b>Total Allocation for 2012-2013</b>	<b>Total Expenditures by Category from 7/1/12 through 6/30/13</b>	<b>Total Planned Amounts by Category as of 6/30/13</b>
A. Program, Curriculum Planning and Development			
B. Student Assessment			
C. Advisement and Counseling Services			<b>20000</b>
D. Supplemental Instruction and Tutoring			<b>70000</b>
E. Course Articulation/ Alignment of the Curriculum			
F. Instructional Materials and Equipment			
G.1 Coordination			
G.2 Research			
G.3 Professional Development			
<b>TOTAL:</b>	<b>90000</b>	<b>-0-</b>	<b>90000</b>

**\*\*\* PLEASE BE SURE TO CHECK THE ARITHMETIC BEFORE SIGNING!!**

\_\_\_\_\_  
Signature, Chief Executive Officer

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Date

\_\_\_\_\_  
Signature, Academic Senate President

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature, Chief Business Officer

\_\_\_\_\_  
Date

**[4a] Long-Term Goals (5 yrs.) for ESL/Basic Skills**

*Due October 10, 2013*

**College Name:** Las Positas College \_\_\_\_\_

**REFER TO LAST YEAR'S FORM.**

**Insert your long-term goals from the report you submitted last year.**

**Insert your 2013-2014 funds allocated to each goal. The sum of the right column should be your total allocation.**

Goal ID	Long-Term Goal	2013-2014 Funds Allocated to this Goal
A	Get students off to as strong start with effective orientation, accurate assessment, SEPs, and early placement into basic-skills courses	-0-
B	Improve first year student completion and persistence.	\$40,000.00
C	Improve student progression through basic skills to college-level coursework.	\$50,000.00
		\$90,000.00

**\*\*\* PLEASE BE SURE TO CHECK THE ARITHMETIC BEFORE SIGNING!!**

\_\_\_\_\_  
Signature, Chief Executive Officer                      Date                      Signature, Academic Senate President                      Date

\_\_\_\_\_  
Signature, Chief Instructional Officer                      Date                      Signature, Chief Student Services Officer                      Date

**[4b] 2013-2014 ESL/Basic Skills Action Plan**

Due October 10, 2013

College Name: Las Positas College\_\_\_\_\_

**Insert your 2013-2014 funds allocated to each activity. The sum of the right column should be your total allocation.**

Activity	Associated Long-Term Goal ID	Target Date for Completion	Responsible Person(s)/ Department(s)	Measurable Outcome(s)	2013-2014 Funds Allocated to this Activity
Look at updating online orientation to reflect the recommendations from the Student Success Act	A	May, 2014	Counseling Department		\$0.00
Work with the task force that is identifying best practices for "academic success centers" to implement at least one new services within the tutorial center	B&C	March, 2014	Tutorial Center Coordinator Basic Skills Committee Tutoring Center Task Force	The task force will decide on two new support services for students. One service will be implemented by the end of the academic year. In addition, there will be a plan of action in place for the second service.	\$45,000.00
Conduct additional research into student needs for retention within basic skills courses	B&C	May, 2014	Institutional Researcher Basic skills committee	Report will be produced by the Institutional Researcher.	\$10,000.00
Begin identifying possible ways to secure an "Academic Coach" who works through the tutorial center to keep students on track with their studies and ways to successfully complete assignments.	B&C	May, 2014	Tutorial Center Coordinator Basic Skills Committee Tutoring Center Task Force	3-5 colleges with Academic Coaches will be reviewed and key components will be identified for a position description. Concurrently private agencies with this service will be evaluated. A pilot program will be in place by the end of the academic year.	\$35,000.00
				<b>TOTAL ALLOCATION:</b>	\$90,000.00

**\*\*\* PLEASE BE SURE TO CHECK THE ARITHMETIC BEFORE SIGNING!!**

\_\_\_\_\_  
Signature, Chief Executive Officer

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Date

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Signature, Academic Senate President

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Date

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Signature, Chief Instructional Officer

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature, Chief Student Services Officer

\_\_\_\_\_  
Date

## EXAMPLE GOALS and ACTION PLAN ACTIVITIES

### [4a] Long-Term Goals (5 yrs.) for ESL/Basic Skills

Goal ID	Long-Term Goal	2013-2014 Funds Allocated to this Goal
A	The percentage of students who begin at two levels below Freshman composition and successfully complete Freshman composition within four years will increase by 2% annually in 2014-2015, 2015-2016, and 2016-2017 over 2009-2010.	\$40,000
B	The successful progression rate of students from beginning algebra to intermediate algebra will increase 5% by 2016-2017 over the 2010-2011 rate.	\$50,000
<b>TOTAL ALLOCATION:</b>		<b>\$90,000</b>

### [4b] 2012-2013 ESL/Basic Skills Action Plan

Activity	Associated Long-Term Goal ID	Target Date for Completion	Responsible Person(s)/ Department(s)	Measurable Outcome(s)	2013-2014 Funds Allocated to this Activity
Continue support for the third year of the college's Puente program and related activities.	A	May 2014	Puente Coordinator	Percentage of Chicano students in Puente cohort who successfully complete Freshman composition will be 5% higher than the successful completion rate for Chicano students in 2010-2011.	\$40,000
Explore combining the two-semester before Freshman composition into a single-semester course.	A	March 2014	English Department Chair	English department will make a decision regarding whether or not to develop new course combining the two levels of English prior to English 100	\$0
Implement Supplemental Instruction for Beginning and Intermediate Algebra (developed in 2011-2012) using contextualized curriculum.	B	May 2014	Dean of College Learning & Instruction	Supplemental Instruction will be provided for two sections each of Elementary Algebra and Intermediate Algebra in Fall 2013. Supplemental Instruction will be provided for two	\$25,000
		May 2014	Dean of College Learning & Instruction		\$25,000
		May 2014	Dean of College Learning & Instruction		

				sections each of Elementary Algebra and Intermediate Algebra in Spring 2014. Successful completion rate for algebra classes with SI support will be 10% higher than the average for the same algebra classes taught by the same instructors over the previous four semesters.	
				<b>TOTAL ALLOCATION:</b>	<b>\$90,000</b>



**[5] 2013-2014 ESL/Basic Skills Allocation Expenditure Plan  
Due October 10, 2013**

**NOTES: Starting with 2013-2014 allocations: (1) colleges will have TWO years, not three, to expend funds and (2) some categories have been combined to simplify the reporting form.**

Basic Skills funds allocated in 2013-2014 expire as of June 30, 2015. All unexpended funds as of July 1, 2015, will revert back to the Chancellor's Office and reallocated. Enter the total planned expenditure by category through the expiration of the funds on July 1, 2015. Original signatures are required of the Chief Executive Officer, the Chief Business Officer and the Academic Senate President.

**College Name: Las Positas College \_\_\_\_\_**

**2013-2014 Basic Skills Contact Information** (Provide the names, positions, and emails for all individuals at your college who should receive communications regarding the Basic Skills Allocation):

Name	Position	Email
Dr. Janice Noble	VP of Academic Services	<a href="mailto:jnoble@laspositascollege.edu">jnoble@laspositascollege.edu</a>
VP Diana Rodriguez	VP Student Services	<a href="mailto:drodriguez@laspositascollege.edu">drodriguez@laspositascollege.edu</a>
Thomas Orf	President, Academic Senate	<a href="mailto:torf@laspositascollege.edu">torf@laspositascollege.edu</a>
Paula Schoenecker	Chair, Basic Skills Committee	<a href="mailto:pschoenecker@laspositascollege.edu">pschoenecker@laspositascollege.edu</a>

Category	Planned Expenditure by Category
Program and Curriculum Planning and Development	
Student Assessment	
Advisement and Counseling Services	\$35,000.00
Supplemental Instruction and Tutoring	\$45,000
Coordination & Research	\$10,000.00
Professional Development	
<b>TOTAL:</b>	\$90,000.00

**\*\*\* PLEASE BE SURE TO CHECK THE ARITHMETIC BEFORE SIGNING!!**

\_\_\_\_\_  
Signature, Chief Executive Officer

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature, Academic Senate President

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Date

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Signature, Chief Business Officer

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Date